

Unit Guide

Unit Title: Develop workplace policy and procedures for sustainability

Unit Code: BSBSUS501A

Version Number: 1

Date: 01-Jan-2008

Unit Sponsor: Isu Ultimo

Product Developer: 562

Program Area: Business Finance And Culture

Product Level: Available For Statewide Delivery

Last Updated: 28-Apr-2008

Nominal Student Teacher Hours: 50

Nominal Student Hours: 50

The Unit Guide supports delivery of this unit of competency. It: 1. Provides teachers with advice to facilitate learning, and to collect and assess evidence for reporting achievement of the unit of competency; 2. Supports Institute and teacher compliance with AQTF standards; 3. Informs course planning, monitoring and continuous improvement and outcome reporting; 4. Provides learning and assessment information for students through the Student Assessment Guide(SAG). Teachers and other users may select and print one or more sections, or select and print the whole unit guide.		
Part	Contents	You will find information, such as:
1	Introduction	<ul style="list-style-type: none">• Unit Purpose• Grading• Nominal delivery hours• Early warning ("key alerts") of issues important for delivery of training and evidence collection
2	Unit of Competency information	<ul style="list-style-type: none">• The complete text of the unit of competency. This may be from a training package or be a locally developed unit by TAFE NSW or other RTO. <p>The definitive source of training package units is the National Training Information Service database www.ntis.gov.au</p>
3	Assessment Information	<ul style="list-style-type: none">• Web links to generic "Policy & Guidelines"• Guidelines for the collection of sufficient evidence for the learner's achievement of the unit of competency• Suggested tools for evidence collection in different training and assessment contexts• How to record and report the outcomes of assessment of a learner's evidence
4	Delivery Information	<ul style="list-style-type: none">• Web links to generic "Policy & Guidelines"• Strategies for learning facilitation for students in different training contexts, including strategies for integrated delivery• OH & S and Environmental protection issues

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		<ul style="list-style-type: none">• Delivery in specific contexts
5	Resources	<ul style="list-style-type: none">• Teaching and learning resources: books, electronic media; Internet and Intranet resources• Teacher and assessor requirements• Physical resources• Student purchases
6	Administrative data	<ul style="list-style-type: none">• Data for program planning, monitoring and outcomes reporting• Copyright

1. INTRODUCTION

1.1 Unit Purpose

On successful completion of this unit you will be able to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.

1.2 Grading

Grade Code: 42 : Competency (Ungraded)

Ungraded

The student result is based on the evidence provided to meet the criteria for competence as specified in the unit of competency.

The result AC or NC is entered in CLAMS representing Competent or Not yet Competent respectively.

1.3 Hours

Nominal Student Teacher Hours: 50

Nominal Student Hours: 50

1.4 Key Alerts

1.5 Enrolment Requirements

2. UNIT OF COMPETENCY INFORMATION

2.1 Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

2.2 Elements of Competency and Performance Criteria

	Element	Performance criteria
1.	Develop workplace sustainability policy	<ol style="list-style-type: none"> 1. Define scope of sustainability policy 2. Gather information from a range of sources to plan and develop policy 3. Identify and consult stakeholders as a key component of the policy development process 4. Include appropriate strategies in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 7. Agree to appropriate methods of implementation
2.	Communicate workplace sustainability policy	<ol style="list-style-type: none"> 1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3.	Implement workplace sustainability policy	<ol style="list-style-type: none"> 1. Develop and communicate procedures to help implement workplace sustainability policy 2. Implement strategies for continuous improvement in resource efficiency 3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches

4.	Review workplace sustainability policy implementation	<ol style="list-style-type: none">1. Document outcomes and provide feedback to key personnel and stakeholders2. Investigate successes or otherwise of policy3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance4. Modify policy and or procedures as required to ensure improvements are made
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Skills and Knowledge

Required skills

- communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy
- literacy skills to read and evaluate complex and formal documents such as policy and legislation
- problem skills to effectively manage different points of view and dissenting stakeholders
- research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience.

Required knowledge

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
- relevant organisational policies, procedures and protocols
- relevant systems and procedures to aid in the achievement of workplace sustainability.

2.3 Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may

also be included.

Scope of workplace sustainability policy may include:	<ul style="list-style-type: none"> • addressing sustainability initiatives through reference to standards, guidelines and approaches such as: <ul style="list-style-type: none"> • ecological footprinting • Energy Efficiency Opportunities Bill 2005 • Global Reporting Initiative • green office program • green purchasing • Greenhouse Challenge Plus (Australian government initiative) • ISO 14001:1996 Environmental management systems • life cycle analyses • product stewardship • supply chain management • sustainability covenants/compacts • triple bottom line reporting • integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually • investigating particular business and market context of the industry/organisation • meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> • international • commonwealth • state/territory • industry • organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these
Sources may include:	<ul style="list-style-type: none"> • regulatory sources • relevant personnel • organisational specifications
Stakeholders may include:	<ul style="list-style-type: none"> • individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including: <ul style="list-style-type: none"> • customers • employees at all levels of the organisation • government

	<ul style="list-style-type: none">• investors• local community• other organisations• regulators• suppliers• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise
Strategies may include:	<ul style="list-style-type: none">• promotional activities• raising awareness among stakeholders• training staff in sustainability principles and techniques

2.4 Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements
- implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators
- communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders
- developing and monitoring policies for analysing data on enterprise resource consumption
- using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to relevant legislation/standards/guidelines
- access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities)

- access to reports from other parties involved in the development and implementation of policy
- evidence is collected over time, involving both formative and summative assessment
- evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate
- response to case studies
- review of policy developed and procedural documentation outlining the approach taken
- review of implementation strategy, plans and work plans
- analysis of methods used to involve stakeholders in policy development, implementation and review
- analysis of inefficiencies or opportunities for improvements identified in the workplace
- evaluation of participation in sustainability work practices and programs such as an environmental management framework
- observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBATSIM504B Develop organisational policies
- BSBATSIM507B Establish and maintain a strategic planning cycle
- BSBHRM506A Manage recruitment, selection and induction processes
- BSBHRM602A Manage human resources strategic planning
- BSBINN502A Build and sustain an innovative work environment
- BSBMGT515A Manage operational plan
- BSBMGT516A Facilitate continuous improvement
- BSBMGT608B Manage innovation and continuous improvement
- BSBMGT616A Develop and implement strategic plans
- BSBMGT617A Develop and implement a business plan
- BSBRSK501A Manage risk.

2.5 Pre-requisites

Combiner	Unit Code	Name
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2.6 Co-requisites

Combiner	Unit Code	Name
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2.7 AQF Unit Level

Level: Diploma

2.8 Unit Weighting

Weight: 0

2.9 Additional Information from the Training Package

Employability Skills

This unit contains employability skills.

Application Of Unit

This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy.

This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes:

- communicating with relevant stakeholders
- developing and monitoring policies
- reviewing and improving policies.

A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and procedures within an enterprise. The review of the policy after implementation will also need to be evidenced.

The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Unit Sector

No sector assigned

3. ASSESSMENT INFORMATION

Teachers are required to be aware of all policies and guidelines, AQTF standards and legislative requirements for assessment of this unit of competency. These policies and guidelines can be accessed from the Policies & Guidelines link on the unit details page of CIDO or the DET intranet Unit Guide <https://detwww.det.nsw.edu.au/tsss/edusysupport/cis/unitguide/poliguid/index.htm>

3.1 Guidelines for the collection of sufficient evidence

Assessment tools should be validated against the current version of the unit of competency. Assessment should cover all aspects of the unit.

To assess learners against a Unit of Competency from the Business Services Package you will need to use evidence-based assessment where learners provide sufficient evidence of their competence through a range of assessment strategies - one source of evidence is not sufficient.

Assessment should be broad enough to include evidence of the achievement of all elements and of seven key competencies. Teacher judgment and holistic assessment is emphasised in this unit. The focus is on clustering and combining areas of knowledge, skills and application against the unit purpose, rather than on a 'checklist' or atomistic approach.

The knowledge and skill requirements described in the Evidence Guide must also be demonstrated. For example, the student must demonstrate that they have developed/redeveloped, communication and implementation of workplace sustainability policy and procedures and reviewed and modified workplace sustainability policy and procedures.

The student must confirm the inference that competence is able to be not only satisfied under the particular circumstance but is able to be transferred to other circumstances.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Informal (formative) assessment is an integral and vital part of teaching which provides feedback to learners. This is an ongoing process of monitoring learner progress BUT DOES NOT contribute to learner's final results. It could take different forms such as peer assessment; self assessment; and/or teacher assessment of levels of performance throughout the development of pertinent knowledge, skills and application.

Formal (summative) assessment is an ongoing measure of the learner's achievement against the unit purpose and its Performance Criteria, and should not occupy more than 10% of the unit hours or a maximum of 15% for mainly practical units. It can take the form of a final assessment or a series of assessment activities. Summative assessment determines the learner's results and is the basis of reporting on learner achievement.

- provision of support to staff in achieving targets
- review of tools to assist setting and achieving targets
- monitoring and review of targets and evaluation of results

3.2 Suggested Assessment Strategies

This unit could be assessed by a holistic project requiring the student to develop/redevelop, implement and review a workplace sustainability policy. The project would also need to communicate the policy. Such a project could be constructed so as to achieve all requirements of the unit.

A similar project could be undertaken using a case study as the resource material. Where this is the case then additional complementary assessment (eg focussed on the required knowledge and skills) may also be required.

Alternatively it may be that a student is currently, or has recently, developed/redeveloped, implemented and reviewed a workplace sustainability policy. Evidence of such work would be appropriate for assessment and may be sufficient if it covers all aspects of the unit.

These projects may be stand-alone projects or part of a larger project where these outcomes can be identified.

The use of portfolios, log books and other workplace generated evidence would be appropriate in these situations.

Where such holistic evidence does not exist or it is not appropriate for it to be generated, a number of smaller case studies complemented by other evidence may need to be used. The sum of all evidence used must cover the complete unit.

While tests covering the knowledge and skills are valid evidence and frequently form a valuable part of an assessment strategy, they are not sufficient evidence of competency by themselves.

3.3 Recording and Reporting of Assessment

Assessment Table

Assessment Component	Assessment Method/Tool No	Assessment Method/Tool	Aspects of Evidence	Weighting %
COMPETENCY UNGRADED	1	Assessment Task/s	All	100

3.3.1 Criteria for performance level grading

3.4 Recognition

3.4.1 Unit Equivalence Arrangements

3.4.2 Pre-arranged RPL

3.5 Assessment in specific contexts

This unit should be contextualised for specific applications. Resources used and environmental hazards vary significantly from sector to sector and this change should be reflected in both the delivery and the assessment.

Where this unit is delivered as part of a course, then assessment with other units relevant to the sector, workplace and job role is recommended.

3.6 Assessment Requirements for Students

You are required to provide evidence of your competence in developing and implementing sustainability policy and procedures in a workplace. In particular the evidence must ensure:

- access to an actual workplace or simulated environment
- evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation
- development/redevelopment, communication and implementation of workplace sustainability policy and procedures
- review and modification of workplace sustainability policy and procedures
- access to workplace documents, information and resources (such as compliance obligations, enterprise plans, work responsibilities).

Assessment may use evidence generated in the workplace which may need to be complemented by other evidence to ensure it covers all of the unit.

Where this unit is delivered as part of a course, then assessment with other units relevant to the sector, workplace and job role is recommended.

Your teacher will provide you with details of the specific assessment requirements of this unit.

4. DELIVERY INFORMATION

Teachers are required to be aware of all policies and guidelines, AQTF standards and legislative requirements for delivery of this unit of competency. These policies and guidelines can be accessed from the Policies & Guidelines link on the unit details page of CIDO or the DET intranet Unit Guide (Writer's Manual) website at:
<https://detwww.det.nsw.edu.au/tsss/edusysupport/cis/unitguide/poliguid/index.htm>

4.1 Delivery Strategies

While there is a substantial body of knowledge supporting this unit, it is essential that this be applied in a realistic situation. Where all students have access to a work place then it is appropriate to use that workplace as the basis of delivery and to contextualise the unit to it. Where this is not the case then one or more relevant case studies should be used both as demonstrations and to allow for the application of the theory.

Specific activities to develop the required skills should also be used. Initially these may not necessarily be directly related to the unit, although evidence of application to the unit will be needed for assessment purposes.

Where practical the inspection of one or more workplaces will assist in the application of this unit to a more general, but still relevant, context.

Where this unit is being delivered in a workplace, then the policies and procedures of that workplace should be used. With the approval of management, these workplace procedures might be discussed in light of the regulatory requirements and best practice. Assessment should then occur in the workplace where practical.

Where this unit is being delivered off-the-job but to a group who are all/substantially employed by organisations which have relevant procedures, then a selection of those procedures should be used, with the strengths and weaknesses of each compared and contrasted. If this strategy is being pursued, cognisance must be taken of the confidentiality of workplace procedures and other commercial sensitivities. Assessment may also occur in the workplace.

Where this unit is being delivered to a group who do not have relevant workplace procedures or do not have appropriate policies or procedures in all relevant areas, then model documents, including procedures, guidelines and policies should be used. These may be sourced from government websites and related organisations as public information.

Delivery arrangements will need to recognise the level of workplace support provided to learners and their current level of knowledge and skills. The following examples describe

a number of delivery arrangements that will impact the design of teaching and learning activities:

Negotiated workplace learning, assessment and auspicing arrangements between the respective campus, learner and employer/host which set out responsibilities of:

- the learner
- the employer or host organisation
- the campus

These arrangements will outline:

- what learning will take place in the workplace environment
- what learning will take place in the campus
- access to acceptable resources and expertise to be supplied by the campus and the employer/host
- assessment tools
- assessment timing

Some Elements of competency may be achieved by the learner through the application of self-directed learning activities specifically designed to address prescribed Elements of competency.

Where preferred delivery strategies cannot develop competence in all learning objectives, they should be complemented with other strategies. As an example, where a relevant procedure does not exist in the workplace, or the group of learners does not have access to the relevant procedures, model procedures should be substituted. Model procedures could be obtained from a project environment and used as authentic documents (as agreed by the employer).

Each delivery mode should include a range of guided and supervised opportunities for the learner to:

- apply skills
- assimilate new knowledge and skills
- practice decision making and problem solving
- communicate effectively.

4.2 Environmental Responsibilities

4.3 Occupational Health and Safety

Teachers are required to be aware of OHS policies and guidelines, and legislative requirements. These policies and guidelines can be accessed from the

Policy & Guidelines link on the unit details page of CIDO or the DET intranet Unit Guide (Writer's Manual) website at: <https://detwww.det.nsw.edu.au/tsss/edusysupport/cis/unitguide/poliguid/index.htm>

4.4 Associated Legislation and Policy

4.5 Delivery in specific contexts

5. RESOURCES

5.1 Teaching and Learning Resources

Resources for the superceded units of competency listed below, will still have some useful material *viz*:

Precision Group, *BSBMGT507A Manage environmental performance, (Trainer Resource)*, TVET Product Item PGAMGT507AF

Precision Group, *BSBMGT507A Manage environmental performance (Learner Resource)*, TVET Product Item PGAMGT507AC

Precision Group, *BSBMGT610A Manage environmental management systems, Learner Resource (Module)*, TVET Product Item SW/402/BSB/002/LP

ANTA 2003 *BSB01 Business Services (Specialist Administration, Recordkeeping & Environmental Management) Support Materials - CD(Learner Guide)*, TVET Product Item 8949

ANTA 2003, *A Recognition of Current Competency (RCC) Guide, 3 Facilitators Guides and 21 Learning Guides for BSB01 Business Services Training Package (Specialist Administration, Recordkeeping & Environmental Management)*.TVET

National Centre for Sustainability, October 2006, *Guideline Brief Knowledge & Skills for Sustainability*, Swinburne University of Technology, contains references to many resources.

Relevant NSW legislation is listed below. Where this is delivered to people working for (or who may be working for) a national organisation or industry then cognisance should also be taken of the legislation and regulations of other states.

In all cases the current version of legislation and regulations should be used.

- Brigalow and Nandewar Community Conservation Area Act 2005
- Catchment Management Authorities Act 2003
- Coastal Protection Act 1979
- Contaminated Land Management Act 1997
- Crown Lands Act 1989
- Dams Safety Act 1978
- Energy and Utilities Administration Act 1987
- Environmental Trust Act 1998
- Environmentally Hazardous Chemicals Act 1985
- Filming Approval Act 2004

- Fisheries Management Act 1994
- Forestry and National Parks Estate Act 1998
- Googong Dam Catchment Area Act 1975
- Hunter Water Act 1991
- Lake Illawarra Authority Act 1987
- Lane Cove National Park Act 1996
- Lord Howe Island Act 1953
- Lord Howe Island Aerodrome Act 1974
- Marine Parks Act 1997
- Menindee Lakes Storage Agreement Act 1964
- Murray–Darling Basin Act 1992
- National Environment Protection Council (New South Wales) Act 1995
- National Parks and Wildlife Act 1974
- Native Vegetation Act 2003
- Nature Conservation Trust Act 2001
- New South Wales—Queensland Border Rivers Act 1947
- Occupational Health and Safety Act 2000
- Ozone Protection Act 1989
- Pesticides Act 1999
- Protection of the Environment Administration Act 1991
- Protection of the Environment Operations Act 1997
- Radiation Control Act 1990
- Recreation Vehicles Act 1983
- Rivers and Foreshores Improvement Act 1948
- Road and Rail Transport (Dangerous Goods) Act 1997
- Roads Act 1993
- Royal Botanic Gardens and Domain Trust Act 1980
- Soil Conservation Act 1938
- Sydney Water Catchment Management Act 1998
- Threatened Species Conservation Act 1995
- Waste Avoidance and Resource Recovery Act 2001
- Waste Recycling and Processing Corporation Act 2001
- Water Act 1912
- Water Management Act 2000
- Wilderness Act 1987
- Zoological Parks Board Act 1973

5.2 Teacher and Assessor Requirements

AQTF 2007, Standard 1 requires the RTO to provide quality training and assessment across all of its operations.

<http://www.training.com.au/portal/site/public/menuitem.91cdbaeb7a2bc0e2cd9ae7861>

In particular:

Element 1.3 requires that staff are consistent with the requirements of the Training Package or accredited course and the RTO's own training and assessment strategies (page 13, Users' Guide to the Essential Standards for

Registration).

Element 1.4 requires that training and assessment are conducted by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
- b) have the relevant vocational competencies at least to the level being delivered or assessed. (Appendix 2, page 61, Users' Guide to the Essential Standards for Registration).

Vocational Qualifications

Appropriate vocational qualifications may include, an Advanced Diploma, Degree or post-graduate qualification with a major in sustainability/environmentally sustainable development (ESD). The qualification must be matched by currency in the unit.

Relevant Experience - Currency

Currency refers to practical industry application of the competency that is no more than three years old. It may be gained through employment, professional development, industry or community liaison, return to industry programs, community service or a combination of these and other relevant methods.

5.3 Essential Physical Resources

The physical environment of the training requires suitable equipment to deliver the course across a range of industries and disciplines and includes the following:

- training room or area
- tables/chairs
- breakout rooms
- computers
- Power point presentation and relating equipment including, data projector, screen
- white board and markers
- photocopier stationary
- students needs - butchers paper – for student activities
- photocopier
- printer
- access to TAFE Intranet, CIS and Internet

5.4 Student Resource Requirements

It is advisable that you have internet access. You should equip yourself with basic stationery (pen and pad/notebook). Your teacher will provide you with full details of any other resources required for this unit of competency.

6. ADMINISTRATIVE

6.1 Unit Code BSBSUS501A

6.2 Unit Title Develop workplace policy and procedures for sustainability

6.3 Version Number 1

6.4 Implementation Date 01-Jan-2008

6.5 Availability Status Current

6.6 Training Packages

Business Services

6.7 Unit Sponsor Isu Ultimo

6.8 Program Area Business Finance And Culture

6.9 Product Developer Isu Ultimo

6.10 Field of Education 080399 Business and Management

6.11 Animal Use Category Animals Are Not Used

6.12 Nominal Student Teacher Hours 50

6.13 Nominal Student Hours 50

6.14 Annual Hours Curriculum 50

6.15 Selected Study Program Yes

6.16 Locally Developed No

6.17 Copyright Statement

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6.19 RAM Category Business Management